# "EFFECT OF BLENDED LEARNING ON ACHINEVEMENT IN ENGLISH AND ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY IN DARBHANGA DISTRICT"

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IN EDUCATION


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TITLE

# "EFFECT OF BLENDED LEARNING ON ACHIEVEMENT IN ENGLISH AND ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY IN DARBHANGA DISTRICT"

## INTRODUCTION :-

In this rapid advancement in the field of science and technology, visible changes have occurred in almost every sphere and including education. Education in general is undergoing rapid transition from the traditional teacher dominated teaching to the more self-motivated, self-directed and constructive learning. In recent years, information and communication technology has opened the way for accelerating the paradigm shift through providing flexible ways of learning.

Technology has changed the development tremendously. In this century, technology and internet are slowly occupying the teaching learning process. The rapid growth in the use of learning technologies, particularly the use of the internet and web-based communication, has provided teachers many opportunities to explore the most suitable teaching and learning styles for a give task.

Sweta Shorob Mitra 30/01/2024

K. Sruthy 30/01/24

The rapid and constant pace of change in technology has profound and far reaching implications on the teaching learning process. The NPE (1986) has laid special emphasis on the special use of computer for improving quality of education. Also the use of technology in education is rewarding for both students and the educators (Williams, 2002). Recent innovations in the application of technology in education have enabled learning to place beyond the four walls of classroom.

The facilities of broadband access to high speed internet and wide availability of personal computers, laptops, smart-phones, tablets etc., have opened new ways for creating innovative instructional delivery methods and learning solutions in order to provide meaningful learning experiences to student in academic setting(Lim &Morris, 2009).

Sneha Shorob Guha
30/01/24

K. Prakthy
30/01/24

## CONCEPTS OF:

**Blended learning:** Blended learning is a mixture of traditional and e-learning strategies. It is the combination of face to face learning with web based online approaches. Blended learning has been defined as a pedagogical approach that combines effectiveness and socialization opportunities of the classroom with the technologically enhanced learning possibilities of the online environment (Dziuban, Hartman,&Moskal, 2004)

Blended learning is a planned combination of online learning and face-to-face instructions using a variety of learning resources. Blended learning refers to a mixing of different learning environments. Blended is also known as "hybrid" or "mixed mode." A blended approach could include meeting face-to-face and online learning activities or structuring activities around online resources and interaction with distance learners.

Sheroo Mirza
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K. Rekha
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**Blended Learning: A learning model in three Parts:**

- Online learning material and instructions provided by the teacher (may include recorded lectures, assignment, quizzes, lessons, and other online learning activities planned by the teacher).
- Face-to-face classroom interactions and classroom activities facilitated by a trained teacher.
- Well organized and structured study material for independent learning(online) and skills development and classroom activities for strengthening the students' learning (face-to face).

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**Achievement**: Achievement means the amount of knowledge gained by students in different understanding and skills acquired after instructions measured by means of total marks of students obtained by them in a particular examination. Achievement is the accomplishment and proficiency or performance in a given skill or body of knowledge. This aspect motivates the pupil to work hard and learn more. It also helps the teacher to know their teaching technologies are impressive or not and helps them to improve accordingly.

Crow and Crow(1969) defined academic achievement as "the extent to which a learner is profiting from institutions in a given area of learning ie., achievement is reflected by the event to which a skill or knowledge has been imparted to him."

On the basis of given definition, it can be concluded that academic achievement-

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1. The quality as well quantity of learning achieved in a subject or group of subjects after a stage of teaching and training.
2. Skills developed or the knowledge attained in school subject.

Factors in Academic achievement:

1. Individual Factors-
   I. Cognitive factors- intelligence, aptitude, creativity, and problem solving ability.
   II. Non-cognitive factors- study habits, self-concept, and learning style.
2. Environmental factors-
   - Home atmosphere- social prospectus, family associations, parent's aspirations, parental profession, and socio-economic status.
   - School environment- class room interactions, teacher's outlook, class room amenities, instructional strategies etc.

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**Achievement in English :** Language is a system for the expression of thoughts and feelings by using conventional symbols and spoken sounds. It is a basis for human progress. Language plays a prominent role in the preservation, transmission, enrichment, and advancement of culture.

In present scenario, English has become one of the most effective medium of global communication. So everyone desires to be proficient in this language. Proficiency in English language may also contribute in students' overall performance. The language plays a vital role being the language of texts books and medium of instruction at different levels of education. The present scenario represents the importance of English as a language of science and technology. English is widely as a medium of instruction at higher levels of study. It is rich in language with abundant vocabularly structures where every single expression finds a meaning.

In view of the above facts, the Education Commission (1964-66) and the University Grants Commission (UGC) recommended English as the medium of instruction at the higher education level. National Policy of Education (NPE) (1986) supported English as the scientific language.

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K. Speaking
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**ANXIETY**: Anxiety is most common psychological phenomenon of our time. Anxiety is the feeling of being disserted, fearful or stressed out as a result of school pressures. It plays a crucial role In human life. Anxiety is an essential physical response that communicates the need to pay attention to something in the environment. Anxiety also called angry or worry.

Anxiety is a normal reaction to certain situation. Lazarus and Averill (1972) defined anxiety as an "emotion based on the appraisal of threat, an appraisal which entail symbolic, anticipatory and uncertain elements. Anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world."

Smt Shoroob Hina
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K. Prakshy
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## Components of Anxiety :

- **Behavioral Component: (move away from uncomfortable situation)**

The behavioral component of anxiety can involve reduced performance due to anxiety. If someone is focused on his worries or physiological symptoms, he might find that he feels removed from the outside world.

- **Cognitive Components: (excessive worries fear or catastrophizing):**

The cognitive component of anxiety involves thoughts and worries. It is constituted by a series of mental process that have the purpose of assessing oneself.

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## ➢ Physiological Component(physical anxiety or discomfort):

A physiological basis that prepares the individual for action, the main physiological modifications are:

- ❖ Hyperventilation – It is an increase in respiratory frequency beyond control. This may lead to weakness and in serious case, to cloudy vision and a dynamic decease in one's capacity to understand the situation.
- ❖ Increase in muscular tension, with a continuance increase in blood flow to the muscles.

Shweta Shoxob Jain
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## Academic Anxiety:

A kind of state anxiety which relates to the impending danger from the environment of the academic institution including teacher, certain subjects like Mathematics, English etc. is called a academic anxiety. Academic anxiety can become more detrimental over time. As level related to certain academic tasks increases (Huberty, 2012).

Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. If academic anxiety is not properly addressed, it can have many serious and lasting consequences, such as causing a student to defer, perform poorly and withdraw from socializing with peers. Student's academic performance suffers the anxiety.

Shweta Sharad Chavan
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## Self-Efficacy:

Self-efficacy refers to an individual's belief in his own ability to complete some task and to reach the goals. It is one's capacity to execute behavior necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy is the extent or strength of one's own strengths and abilities to perform a task and to achieve some goal.

## Factors affecting self-efficacy:

**Mastery Experience:** The experience or enactive attainment is the most important factor determining a person's self-efficacy. Student's successful experiences play an important role in boosting their self-efficacy where as the failures have reverse effect on them by discouraging them. Basically mastery experience is interpreted as result of one's previous performance.

**Modeling or veracious Experience:** The second source of self-efficacy comes from the observation of people around especially who are considered as role models. Modeling is experienced as," if they can do it , I can do it as well". It refers to the positive influence to efficacy beliefs of observing other people succeeding. On seeing other's success our own self-efficacy increases, whereas on seeing people failing, our self-efficacy decreases.

**Social Persuasion:** Social persuasion means direct encouragement or discouragement from other persons. Discouragement, generally affects more by decreasing person's self-efficacy than encouragement, increasing it. The people having important places in our life or who influences us such as parents, teachers, managers, peers or coaches etc. can strengthen our beliefs on our capabilities and potential to succeed.

Preeti Sharma Mam
30/04/24

K. Prakash
30/01/24

## Need And Significance of the Study:

The goal of teacher education could be attained when student teacher think critically, reflect and analyze their own learning process. This in turn ensures maximum learning. To achieve maximum learning outcomes there is a need of innovation in teacher education.

So quality teaching is possible by integrating innovative teaching strategy. A Blended learning programme is considered as an innovative teaching strategy which combines both conventional and online classroom where technology is integrated to enhance learning outcomes. The integration of technology with teaching plays a major role in transforming the educational system from a teacher centered into rich student interactive environment. Integration of technology in the conventional classroom improves the active engagement of students in teaching and learning environment.

Shuhe Shoeb Mam

30/01/24

student teachers in teaching and learning process is the main goal of Blended learning programme which provides the most efficient and effective learning. This results in socially supported, constructive learning experiences which are considered significant in Blended learning. And research reviews reveal that there is a lack of studies in Blended Learning Programme at teacher education level. So the main focus is on the process of learning and to find out the level of perception based on their social interaction, knowledge towards technology and overall satisfaction of student teachers towards Blended Learning Programme.

Sruthi Shobhana

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## Statement of the Problem:

Innovation in teaching and learning environment includes various methods of teaching, media and form of interactions. So teachers are encouraged to integrate technology in teaching and learning process for better achievement of students. Therefore the present study is aimed at preparing Blended Learning Programme for teaching English to enhance the academic achievement of student teachers in English group and to see their perception towards Blended Learning Programme. The study is thus entitled as **"EFFECT OF BLENDED LEARNING ON ACHIEVEMENT IN ENGLISH AND ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY.**

Dr. Shoaib Munir

30/01/24

## Objectives of the Study:

- To develop blended learning based instructions on selected topics in class.
- To develop achievement test in English on selected topics for class IX.
- To investigate the significant difference in achievement in English of the groups taught through Blended learning strategy and Traditional teaching.
- To investigate the significant difference in achievement in English of the groups having high and low self-efficacy.
- To investigate the significant difference in academic anxiety of the groups taught through blended learning strategy and traditional teaching.
- To investigate the significant interaction between teaching strategies and self-efficacy in academic anxiety.

Shut. Shoaib Munir

30/04/24

## Hypothesis:

The formulation of hypothesis is based on the objectives of the study. A hypothesis in a research proposal could be stated in directional or non-directional form. The hypothesis which provides the direction of the expected differences or relationship is known as directional hypothesis and which does not provide direction is known as non- directional hypothesis.

Basically, 'Hypo' means tentative or subject to the verification and 'Thesis' means statement about solution of a problem. Hypothesis may broadly be classified as working hypothesis, research hypothesis, null hypothesis, statistical hypothesis, alternative hypothesis and scientific hypothesis.

- There will be no significant difference in achievement in English of the groups taught through two different instructional strategies i.e. Blended learning and traditional method.

Shweta Shoral Mms

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- There will be no significant difference in achievement in English of the groups having high and low self-efficacy.
- There will be no significant difference in Academic Anxiety of the groups taught through two different instructional strategies i.e., Blended learning and Traditional method.
- There will be no significant interaction between teaching strategies and self-efficacy on Academic Anxiety.

## Delimitations of the Study:

These are the delimitations of the study

- This study is limited to Darbhanga only
- Only 200 students are take as sample

Shweta Sharab Mishra

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## Review of Related Literature:

Saai and Muftah(2011) studied the effect of a blended e-learning environment on students' achievement and attitudes towards using e-learning in the teaching

Williams, Bland and Christie(2008):adopted blended learning approach by integrating e-learning into teaching, learning, assessment and feedback along with some face-to-face teaching.

Sharma(2017) compared the effect of online, blended and traditional teaching on students' attitude.

Tradic, and Pokrajac (2005): Studied the impact of blended learning with web technology on students learning outcomes which became beneficial for students learning process.

So, after going through above studies regarding blended learning and in order to overcome the problem faced in traditional settings as mentioned in many findings, the present study has been selected by the investigator.

Smt. Shoeb Minz

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## Research Gap:

Review of related literature helped the researcher to find out various factors affecting the educational attainment of students. This study was carried out to get a comprehensive understanding of Blended Learning Programme and how it improves the achievement of students. The researcher identified that developing and designing blended learning programme at higher education brings positive changes. Though the existing literature explains the different types of research carried out in Blended learning, online learning and hybrid learning, no such studies were carried to find the effectiveness of Blended Learning programme among student teachers Darbhanga in a mixed method research.

Sweta Shoreb Miz

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## Methodology of Research:

According to **Bar**(1960) "Educational Research methods can be categorized on the basis of end results or goals, data gathering technique, method of data processing, degree of control exercised, approach, source of the data, and a number of other consideration."

To tackle any problem, the proper method or methods should be selected in advance. In any investigation, the method employed depends upon the nature of problem selected.

For the present study, "Survey method" will be adopted to the study of effect of Blended learning on achievement in English and Academic Anxiety of Secondary students in relation to Self- Efficacy.

Through Survey method we cannot the study the whole population but only a part of population or sample, and whatever the result comes it may be implemented on the whole population.

Swati Shonab Mina

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## Population:-

According to **Best and Khan** (1992) "a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of the group."

The population of the study is class IX students of Darbhanga district.

## SAMPLE:-

The target group is the secondary teachers and the students of IX class of English medium private school in Darbhanga. From 10 schools,5 schools will be selected by using random sampling.

Shweta Shoaib Mintz
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K. Reddy
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## TOOLS:-

1. Achievement Test in English (developed and validated by investigator.)
2. Academic Anxiety Scale for children by **Singh and Sengupta (2013)**.
3. Instructional material based on MOODLE for Blended Learning (developed and validated by investigator).
4. From Mehrotra (2008) used for matching the groups.
5. Self- Efficacy Scale by **Mathur and Bhatnagar (2012)**.

## Procedure of Data Collection:-

The process of gathering and analyzing accurate data from various sources to find answers to research problems, trends and probabilities, etc., to evaluate possible outcomes is known as Data Collection.

Both Descriptive and Inferential techniques will be used in the data collection.

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## Data Analysis:-

Both descriptive and inferential techniques will be used in the data analysis. Adequate statics will be used for calculating the effect of blended learning on achievement In English and academic anxiety of secondary school students in relation to self-efficacy.

## Variables:-

- Blended learning
- Achievement
- Academic Anxiety
- Self- Efficacy

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## Chapaterization:-

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|---|---|
| Chapter - I | Introduction |
| Chapter - II | Review of related literature |
| Chapter - III | Methodology of the study |
| Chapter - IV | Analysis and interpretation |
| Chapter - V | Summary, finding, conclusion and Suggestion, references / bibliography |

K. Prakhy 30/01/24

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